

Classroom Management with Ruth Cruikshank

Day 2: Tuesday, August 16, 2011

Participant Tips

- Know your space
- Have a power back-up or alternate strategy if technology or power goes down
- Test technology you are going to use in advance of your class (arrive early)
- Develop clean slides for PPT – less is more (i.e., text, visuals, sound)
- Incorporate a variety of approaches to teaching
- Move around the classroom space -- avoid standing in one spot
- Get students to write things down – leave space on PPT slides for students/prof to make notes, have students compare notes, ask students to prepare a reflection/response
- Disarm students – catch them off guard – draw their attention to a point through a creative/personal/professional connection (e.g., news story, personal story, figures that put a situation into context)
- Mix presentation styles
- Ask students to state their name before asking questions; ask students to sit in the same seats
- Smile and make eye contact
- Learn students' names – even if you can't learn them all
- Speak slowly – ask students if you're speaking too fast
- Remain after class to talk to students information – be available to them
- behave as humanly as possible; assume/expect the best of students (model behaviour you want to see)
- inject a little bit of humour (if that's your style)
- manage your energy – be up (at least for class)

Resource

- Nearing Zero – online cartoon site (use of cartoons from this site is free for personal, non-profit, research, and educational purposes)
- Rudebusters.com

Focus of Classroom Management

- Managing Attention
- Managing Interaction (among students and b/w prof and students)

Why harder to manage attention?

- Continuous partial attention
- Other interests draw their attention away from class
- Social media/mobile devices make it easier to
 - o Ringing phones and pagers
 - o Poor personal hygiene of others

Take away message

- frame your class or discussion in advance such that the ground rules are set

- Include your own that are must haves but provide a rationale, and involve students in an informed discussion

4Ms

- Manage staging and distractions
- Make students class managers
- Model genuine love of learning (enthusiasm for subject matter and question of the day)
- Maintain high standards of respect and openness (you get what you expect)

Distractions as Reported by Students – Top Five (article referenced below)

- Handout from study (external distractors – top five)
 - o Difficult to understand faculty
 - o Students talking with others in class
 - o Temperature in the room

Article Ruth Mentioned: [The relative potency of classroom distractors on student concentration: We have met the enemy and he is us](http://asbbs.org/files/2011/ASBBS2011v1/PDF/T/TeschF.pdf), ASBBS Annual Conference, Las Vegas by Fred Tesch, Donna Coelho, Ronald Drozdenko, February 2011 Proceedings of ASBBS Volumen 18, No. 1 <http://asbbs.org/files/2011/ASBBS2011v1/PDF/T/TeschF.pdf>